

# COURSE SYLLABUS



COURSE TITLE: ENGL-151-Academic Writing Strategies

CLASS SECTION: 026

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Lək'wəḡən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

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## INSTRUCTOR DETAILS

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NAME: Maureen Niwa, Ph.D.

EMAIL: niwa@camosun.ca

OFFICE: Dawson 217; CC 219

HOURS: Monday, in person, 10:00-11:00am, Thursday, in person/virtual 11:30-12:30pm + **by appt.**

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This course provides core critical thinking, reading, research and writing skills transferable to academic disciplines. Students practice various forms of academic writing, including summary, critical analysis, and written research. Analysis of textual rhetoric, discourse, and style, along with academic essay-writing, develops self-awareness of methods of inquiry, critique, and reflection.

### PREREQUISITE(S):

One of:

C+ in English 12

C in English 12 Camosun Alternative

B in ENGL 170

### CO-REQUISITE(S):

EQUIVALENCIES:

ENGL 150

## COURSE LEARNING OUTCOMES / OBJECTIVES

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Upon successful completion of this course a student will be able to:

**Form critical responses to ideas.**

Distinguish between fact and opinion.

Analyse and articulate the reasoning behind an argument.

Demonstrate a critical examination of ideas through close reading, inquiry, divergent thinking, evaluation of evidence and interpretation, as well as an understanding of rhetoric, reason, logic and word usage.

Produce writing under exam conditions, as well as outside class.

Differentiate academic and non-academic writing.

**Write in an academic style common to multiple disciplines.**

Approach writing as an active exploration of multiple perspectives on a topic.

Compose effective summaries.

Select and use rhetorical patterns purposefully.

Employ a comprehensive writing process, which includes prewriting, focusing, planning, multiple drafting, conferring, revising and editing/proofing.

Develop an argument with a controlling thesis; write unified, coherent paragraphs, including effective introductions, transitions and conclusions in correct, clear, effective English.

Develop effective, focused research questions.

Demonstrate control, clarity and cohesion in the development and organization of ideas.

Vary style purposefully for planned rhetorical strategies.

Write for specific results.

Critique their own and others' writing.

**Read and analyze complex texts from various academic disciplines.**

Vary reading approaches for different purposes, such as personal response, persuasion, and criticism.

Participate and engage in a dynamic, stimulating exchange of ideas based upon close textual readings.

Discuss and debate text using terminology appropriate to the discipline and context of those texts.

Analyze textual readings, which may include visual texts, by identifying controlling ideas, supporting details, dominant rhetorical pattern, subtext, tone and stylistic features.

Summarize readings to reflect coherently the original's ideas, purpose, organization, and tone.

Critically read your own and others' writing.

**Demonstrate information literacy skills.**

Determine the nature and extent of the information needed.

Know and use what information resources are available, in different formats.

Use print and electronic resources effectively and efficiently.

Evaluate sources for authority, relevance, reliability, currency and other criteria.

Incorporate and integrate research through correct use of summary, paraphrase and quotation.

Document sources fully and ethically, according to specified bibliographic conventions.

**Develop self-awareness as an academic writer and contributor.**

Articulate one's position in a critical debate of ideas.

Reflect on one's own writing for continuous improvement.

**REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION**

*English 151 Academic Writing Course pack*, Instructor: Maureen Niwa

*The Broadview Pocket Guide to Citation & Documentation*, 3rd Edition. Authors: Maureen Okun and Nora Ruddock. Peterborough, Broadview P, 2022. ISBN: 9781554815227

*Why Write? A Guide for Students in Canada* (BC Campus). Authors: Nancy Ami, Natalie Boldt et. al. Available (free) at: <https://pressbooks.bccampus.ca/whywriteguide/>

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: WELCOME	Welcome; description of course; ice-breaker; sample in-class writing.  -Idea? Detail? Paragraph and essay structure. -Literal & figurative imagery.	Submission of in-class writing.
Week 2: A PICTURE'S WORTH	Requirements for Assignment #1 "Branded."  - Introductory & body paragraphs. -Brainstorming; writing a 3-part thesis. <i>Grammar focus: Sentence structure. Dress up's!</i>	Bring brand material. Engagement Activity #1 (Values Quiz).
Week 3: LOGIC IN ARGUMENT	The Arts of Persuasion – dichotomies, assumptions, rhetorical elements, logical fallacies.  <i>Grammar Focus: comma splices, sentence fragments.</i>	Assignment #1 Branded Due, end of Week 3.
Week 4: ON THE OTHER HAND	Persuasion articles and group work:  Selected readings. <i>Grammar Focus: fused sentences, active vs passive voice</i>	Engagement Activity #2 (Dress up's).
Week 5: PERSUASION'S STRATEGIES	"Persuade Me" in-class debates. Potential Research topics.  <i>Grammar Focus: Indefinite/vague pronouns, broad references</i>	Debates presented in class.
Week 6: WARMING UP TO RESEARCH	Midterm: Persuasive Essay – do not miss class (worth 20%)  -Research Project requirements. -Choose your research topic from list.	Persuasive Essay completed in class.
Week 7: IN YOUR OWN WORDS	Citation mode: Integrating direct quotation; intext citation.  -Academic Integrity / Plagiarism. -Summary.	Start researching. Engagement Activity #3 (Summary).

Week 8: NARROWING YOUR FOCUS	Narrowing your topic. Meet your Research group! -Grammar Quiz, due. <i>Grammar focus: Semicolon and comma placement.</i>	<b>Grammar Quiz</b> must be completed in class.
Week 9: RESEARCH ESSENTIALS	Library Research Source Class. Annotated Bibliography. -Documentation styles: MLA, APA, IEEE, others? -Group research presentation proposal.	<i>Library instruction – do not miss!</i> <b>Engagement Activity #4</b> (Practice annotation).
Week 10: TO THE RESCUE	Structural outline & topic sentences. Writing tips! <i>Grammar focus: Capitalisation, spelling.</i>	Draft presentation.
Week 11: PASSIONATE PRESENTATION	Research Group Presentations. -Research Essay drafting support – structure, content, documentation.	<b>Annotated Bibliography Due.</b>
Week 12: DIVING DEEP	Style: clarity, coherence, concision. Documentation Introduction to narrative elements.	<b>Engagement Activity #5</b> (Research Essay Structural Outline).
Week 13: INTERPRETING NARRATIVE	Close reading – short story. Discussion questions to prepare for in-class writing.	<b>Research Essay DUE!</b> Prepare for final In-class Writing.
Week 14: FINAL IN-CLASS WRITING	Short-story response.	Must be written in class.

ASSIGNMENT DUE DATES: Subject to change.

ASSIGNMENT	DUE DATE
“Branded” Paragraphs	Friday, Sept. 20, 11:59pm, D2L
Midterm - Persuasive Essay (written in class)	Wednesday, Oct. 9, 8:30-9:50am in-class
Grammar Quiz	Wednesday, Oct. 23, 8:30-9:50am in class
Annotated Bibliography	Friday, Nov. 15, 11:59pm, D2L
Group Research Presentation – in class	Wednesday, Nov. 13; or Monday, Nov. 18; or Wednesday, Nov. 20, in class
Individual Research Essay	Wednesday, Nov. 27, 11:59pm
Short Story Response	Last class – Wednesday, Dec. 4, 8:30-9:50am
5 Engagement Activities (see below)	Sept. 11, Sept. 27, Oct. 18, Nov. 6, Nov. 20

ENGAGEMENT ACTIVITY	DUE DATE	DESCRIPTION
#1	Wed., Sept. 11	Values quiz
#2	Fri., Sept. 27	Dress up's
#3	Fri., Oct. 18	Summary
#4	Wed., Nov. 6	Practice Annotation
#5	Wed., Nov. 20	Research Essay Structural outline

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
<p><b>“Branded” Paragraphs</b></p> <p>Short critical analysis examining the use of cultural assumptions, dichotomies, figurative/rhetorical imagery in a brand of your choice; correct use of critical analysis terminology; composition of 3-part thesis; support of thesis through your own analysis of visuals/audio/text; use of research sources to examine brand’s ethics</p>	15%
<p><b>Midterm - Persuasive Essay, written in class</b></p> <p>Analysis of, and response to, a thesis argued in a scholarly article; summary of in-class debate; use of citation modes (paraphrase, summary, direct quotation); composition of 3-part thesis; correct use of topic sentences and in-text MLA, APA, or IEEE parenthetical citation</p>	20%
<p><b>Research Project – Group Presentation</b></p> <p>Presentation of your group’s research through a short oral presentation or alternate medium (many options are available); exploration of key points for research essay; paraphrase vs. analysis; mixed mode delivery &amp; presentation skills as an oral “draft” of concepts</p>	10%
<p><b>Annotated Bibliography</b></p> <p>Works Cited or Reference list using MLA, APA or IEEE documentation style for variety of eight research sources for your presentation/individual research essay, <u>five</u> of which are annotated</p>	5%

DESCRIPTION	WEIGHTING
<p><b>Research Essay</b> A 6-page analytical, argumentative research essay using MLA, APA or IEEE documentation, based on your Research Project presentation; use of summary, research skills, essay structure, research integration including charts, images or diagrams, citation modes, 3-part thesis; correct grammar, style, and punctuation</p>	25%
<p><b>Short Story Response, written in class</b> A three-paragraph response to a topic question on one of the assigned novels; forming and supporting a thesis; close reading skills; presenting your own interpretation; self-reflection</p>	15%
<p><b>Engagement Activities</b> Five engagement activities emerging out of in-class lectures, discussions, and weekly lessons, marked “complete” or “incomplete.”</p>	5%
<p><b>Quiz</b> Grammar, style and punctuation quiz requiring short answers (<b>not</b> multiple choice)</p>	5%
<p>If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the <a href="#">Grade Review and Appeals</a> policy for more information.</p> <p><a href="https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf">https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf</a></p>	<p><b>TOTAL</b> 100%</p>

## COURSE GUIDELINES & EXPECTATIONS

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**CHOOSE THE COURSE THAT SUITS YOUR LIFE-STYLE & LEARNING STYLE:** This course is exclusively in-person delivery. It is supplemented with the D2L course site—it is not hyflex or hybrid; D2L material does not duplicate class instruction. **You need to attend class in person** to learn through lectures, discussions, activities, personal reflections and group work. Core class content and several graded assignments will be delivered and completed **in class**. If you cannot attend in class in-person, or have scheduled an extended absence (e.g., a two-week vacation during the term), consider enrolling in a hybrid or online-section.

If you miss a limited number of classes—for example, one to three classes during the term--I can support your learning by meeting with you. If you miss more than three classes, there is a possibility that you will jeopardize your chances of doing well in this class. *Questions about in-person attendance?* Please ask.

Here is the rhythm of our week:

**Attend class** and fully participate in all learning activities, and submit in-class work. In-class activities & discussions will provide more context and insight into essay structure, terminology, readings and interpretations. Doing the readings, studying materials, setting up individual meetings with me, and applying feedback on your written assignments will deeply enrich your learning and increase your grade.

**After each class**, check D2L for selected materials that we have covered in class. Use links to access readings and exercises. Complete any assigned readings or exercises **before** the next class or by the deadline.

**Complete all assignments by the deadlines – one can be late.** Deadlines are put in place to help you move through the class smoothly and at a regular pace. However, it is true that “life happens.” Therefore, one late assignment will be accepted, but please let me know in advance that it will be late. Plus, it must be submitted before the last class. Late assignments will not receive commentary. If you have trouble submitting *any* assignments on time, please contact me.

**Assignments follow the proper documentation style and formatting; no rewrites!** All assignments must be typed, paginated, and double-spaced. *There are no re-writes.* There are no make-ups for the midterm, quiz or the short story response in-class writing, unless you submit documentation verifying an emergency and the fact that you could not attend class that day. You will do make-up on your own time.

**If you are registered with the Center for Accessible Learning (CAL),** you must book your midterm, short story response, and quiz two weeks in advance (see due dates above and [book now](#)).

**Check our D2L course site and your email regularly.** All course materials, news announcements, and reminders will be uploaded or sent that way. If you cannot access the D2L course site during the first week, *let me know.* **Redirect your D2L email if you would prefer to receive your email through a different email address (such as “gmail”).**

## CLASSROOM ENVIRONMENT:

**This course is a safe, inclusive, non-judgmental and respectful space.** Through readings, videos and discussions, we will be exposed to and sharing a wide variety of perspectives and experiences. Be sensitive to others and their responses. If you find that any works or discussion comments trigger you, please let me know so that you can feel safer and be well supported.

**This course involves intensive writing, reading, deep thinking, and self-reflection.** This course develops your skill in a particular style of writing called the *academic style*. This style calls for attention to structure, content and development of ideas and details. Academic writing offers divergent, critical ways of thinking and ways of being. Crafting your words with thoughtfulness, sensitivity and originality is encouraged.

**Use of AI (artificial intelligence) will be guided and limited.** As we come to learn the benefits and limitations to the use of AI in composition and writing, we will use an exploratory approach, with the full awareness and agreement that AI will not author written assignments for this course, and with the understanding that we must submit our own work, generated from our own minds and using our own words. We will use AI as one of available writing and revising tools, and only in close alignment with assignment guidelines and requirements.

**Participation allows us to consider different views that enrich our own understanding.** Learning how to share your own views and to experience learning through others benefits your communication and interpretive skills. Become curious and always ask questions to develop your critical thinking skills. No judgments!

## SCHOOL OR DEPARTMENTAL INFORMATION

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**Plagiarism** is the submission of work that is not your own, and/or that does not appropriately document original sources. Having someone else write all or part of your assignment is also plagiarism. AI, editors,

translators, and tutors should only offer advice or suggestions on how to improve your writing; they should not write, rewrite or correct your work.

The Camosun College Writing Center, English Help Center, and instructor can assist you with your writing. Be aware that the College considers plagiarism a serious offense. Any attempt to plagiarize will be met with serious consequences, including a zero on the assignment, and possibly a failing grade in the course. If you are feeling desperate or anxious, and are tempted to plagiarize, please contact me for help. Consult the Camosun Arts & Science Academic Honesty Guidelines before beginning this course:

<http://camosun.ca/learn/school/arts-science/images/Arts%20and%20Science%20Academic%20Honesty%20Guidelines.pdf>

**Emergency situations.** When you are able, please contact me if you are experiencing illness or strife. Options can be found to support you.

**Thinking of dropping or withdrawing from the class?** Please talk to me first! Solutions may be found.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](http://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="http://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="http://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="http://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="http://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="http://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="http://camosun.ca/international">camosun.ca/international</a>



Support Service	Website
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>  
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

